Lesson Plans

English

Level 2

Term 2

Lesson Plans

English

Level 2

Term 2

Level: 2 Term: 2 Week: 1 Day: 1	Lesson Plan	Communication

1. Objectives: To enable the learners to:
- recognize the correct sound of letters
- enjoy the rhythm of language

2. Function: pronouncing the sounds of letters

3. Activity: listening and singing the song of alphabet from the cassette

4. Material: Cassette player, cassette "Fun to learn with Fairy Tale"

5. Procedure:

a. Pre-Listening

- Tell your students that they are going to listen a song of alphabets.
- Ask them to listen attentively and get ready for singing along with the cassette .

b. Listening and Singing

- Play the cassette and the class listens silently.
- Play again and ask them to sing along with the cassette.
- Don't forget to sing along with your learners.
- Keep on repeating the cassette till your students get practice in singing themselves.

c. Further Practice

- After giving enough practice, ask them to sing without listening the cassette.
- Let them sing and enjoy the song as many times as they required.

Free Writing _______ 5 (Mins.)

Level: 2 Term: 2 Week: 1 Day: 2	**Lesson Plan**	**Communication**

1. **Objectives:** To enable the learners to:
   - introduce each other.
   - talk about personal information.
2. **Function:** Asking and giving personal information
3. **Activity:** Dialogue Practice
4. **Material:** Flash cards

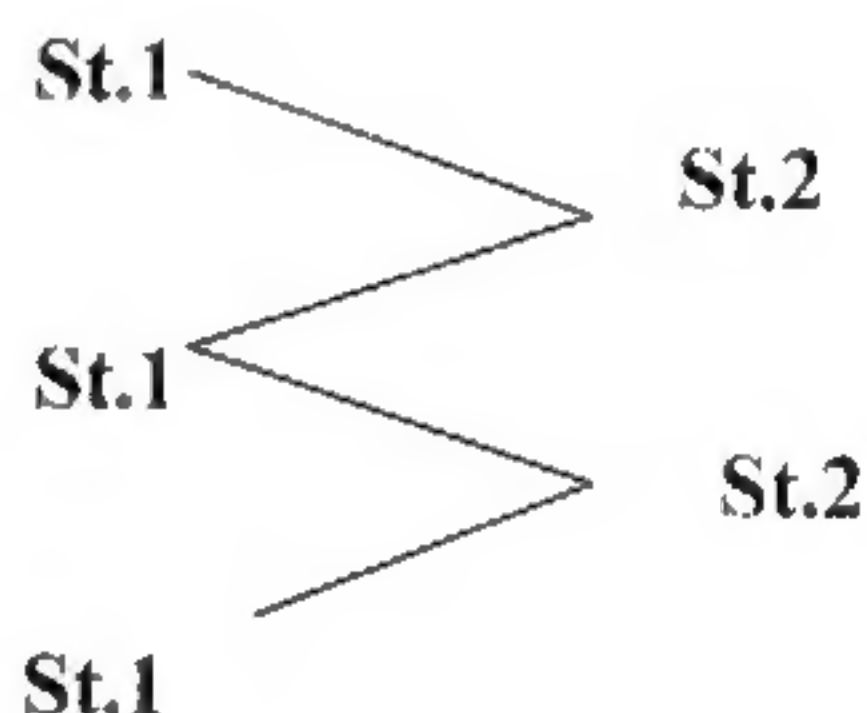
5. **Procedure:**

a. **Presentation**

Write the following dialogue on the board.

St.1. Hello, I'm Adnan.
St.2. Hello, my name is Karim.

St.1. Where are you from, Karim?
St.2. Lahore. What about you?

St.1. I'm from Islamabad.

Give them practice each line in a choral drill for a number of times.

b. **Dialogue Practice.**

Call two students and ask them to say the dialogues to each other. Practise with a number of students.

c. **Conversation Practice**

- In order to practise the conversation use flash cards. Card size should be 3" X3". Write imaginary names of people and different places on it, make only ten
- Distribute cards randomly.
- Call any two students with flash cards and ask them to say the dialogues.
- Continue this practice with the cardholders.
- After one cycle, distribute cards to the rest of the students and complete the cycle.

Asim/ Haripur

Note:

While practicing the dialogues, be careful in using contraction and rising/falling tone of speech. If feels getting difficult to your learners, take the words separately and give a drill.

e.g. Don't say---------- **I am**
Say---------- **I' m**

Level: 2 Term: 2 Week: 1 Day: 3	Lesson Plan	Writing

1. **Objectives:** To enable the learners to:
   read, understand and write meaningful sentences.
2. **Function:** Describing personal information
3. **Activity:** Paragraph writing **(where I live)**
4. **Material:** Pictures or charts showing "Farm" and "Park", worksheet **(where I live)**

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5. Procedure:

a. Pre Writing

Ask few questions about their personal information
e.g. Where do you live?
Where is your house?
Do you live near the park or a field or a market?

b.
- Show them a chart or picture a farm and a park to clear the concept of the places
- Prepare them for writing and distribute worksheet.

Group work
- Divide the class into two groups. One group will write a paragraph on a **farm** and other will write on a **park**. Ask them to write the paragraph in their class work copies.

Task 1:
Task 2:

- **Peer checking and Feed back (from each group)**

6. Follow up:

Write a paragraph on a different topic, which you have not written in the Class.

Level: 2 Term: 2 Week: 1 Day: 3	**Worksheet** **(Where I live in)**	**Writing**

Task I

Read the following sentences. Choose one topic and tick the suitable words in each box according to the topic you have selected.

"My house is near the Farm / Park"

- I live near the	**farm / park**
- I see the	**fields / children**
- I hear the	**birds singing / ducks quacking**
- I enjoy	**running / sliding**
- In the morning, I collect	**eggs / butterflies**
- I watch	**cows / birds**
- It is fun to live near	**a park / a farm**

Task II

Now rewrite the paragraph with the selected words. (Each member of the pair will select one of the given choices)

Level: 2 **Term 2** **Week 1** **Day 4**

Note: Do not do any writing on books.

Do page 12 from Get ahead book 3 in copies.

Level: 2 Term 2 Week 1 Day 5

Note: Do not do any writing on books.
Do page 13 from Get ahead book 3 in copies.

Level 2 Term 2 Week 1 Day 6

Assessment # 1

Task 1

Arrange the following words in alphabetical order. /5

Paint collect skip sing write

Task 2

Fill in the blanks with the words in the box.

Sleepy happy hungry sad busy

1 Aziz is doing his homework. He is ____________.

2 Adil is ___________. He wants food.

3 Asia wants to sleep. She is ___________ ___.

4 Jameel came last in class. He is _____________.

5 Jawad is dancing. He is _________________.

Level: 2 **Term: 2** **Week: 2** **Day: 1**	**Lesson Plan**	**Reading**

1. Objectives:	The learner will be able to: - read with correct pronunciation - read with fluency
2. Function:	Reading Aloud
3. Topic :	Break fast time
4. Material:	Text page (previous lesson), word puzzle (**spell a fruit**)

5. Procedure:

a. Reading Aloud (20 Mins)

Distribute the text page of the previous lesson "Breakfast time"
Follow the procedure as suggested

b. Word Puzzle (20 Mins)

- Explain the task properly as given in the work sheet.
- Ask them to work in groups. Don't tell the answers- let them do on their own
  (Answer. Apple, Pear, Orange)

6. Follow Up:

Ask yours students to make a word puzzle like this on any fruit.

Level: 2
Term: 2
Week: 2
Day: 1

Worksheet   Reading

• Spell-a-Fruit

1. Cross out the letters in the word CATS. Unscramble the remaining letters and spell the name of a fruit.

P	C	P
A	T	A
E	L	S

2. Cross out the letters in the word TREES. Unscramble the remaining letters and spell the name of a fruit.

E	R	A
E	T	E
R	S	P

3. Cross out the letters in the word DOG. Unscramble the remaining letters and spell the name of a fruit.

A	G	R
E	O	D
G	O	N

Level: 2 **Term: 2** **Week: 2** **Day: 2**	**Lesson Plan**	**Communication**

1. Objectives: To enable the learners to:
- recognize the correct sound of letters E – H
- enjoy the rhythm of language

2. Function: pronouncing the sounds of letters properly

3. Activity: Listening and singing of the song of alphabet from the cassette

4. Material: Cassette player, cassette "Fun to learn with Fairy Tales"

5. Procedure:

a. Pre-Listening

-Tell your students that they are going to listen a song of alphabet.
- Ask them to listen attentively and get ready for singing along with the cassette .

b. Listening and Singing

- Play the cassette from **E** to **H** and the class listens silently.
- Play again and ask them to sing along with the cassette.
- Don't forget to sing along with your learners.
- Keep on repeating the cassette till your students get practice in singing themselves.

c. Further Practice

- After giving enough practice, ask them to sing without listening the cassette.
- let them sing and enjoy the song. As much as they require

d. Now you can play the cassette again from the beginning, the letter A sound to today's letter sound, **E – H.** Ask them to sing the song along with the cassette for revision.

Free writing _________ (5 Mins.)

Level: 2 Term: 2 Week: 2 Day: 3	**Lesson Plan**	**Communication**

1. **Objectives:** The learners will be able to:
   - listen and understand.
   - listen and enjoy the events of the story
2. **Function:** Enjoying a story listening
3. **Activity:** Story Listening (**five little monkeys**)
4. **Material:** None

5. Procedure:

a. Pre-listening

- Prepare your students for listening
- Talk about the forest animals and ask the following question. Write the correct responses on the board.
  1. Which animals are big and dangerous?
  2. Which animals are friendly with people?
  3. Which animals children mostly like to see in the zoo?
- write the topic on the board and tell them that they are going to listen a story about "Five Little Monkeys"
- Ask them to listen attentively and tell them that they will answer the question after listening the story

b. First Listening

Read the text of the story aloud. Read it with an intonation and use rising and falling tone in your voice, particularly in the dialogue. When reading is over ask the following question orally

"What did baby monkeys do first?"

c. Second listening

Read the story again and ask them to listen attentively. When reading is over ask the following question

"What did they do after taking a bath?"

d. Third Listening

Read the story again and ask the following question in the feedback

"What did they do after putting on their pajamas?"

e. Forth Listening

Read the text again and ask the following question in the feedback

"What did they do after brushing their teeth

f. Fifth Listening

Read the text again or call any sharp students to read the story aloud. Take feed back and ask following questions

1. Did they sleep when mama said, "Good night"?
2. What did they do on their beds?
3. Then what happend?
4. What did their mother do when one baby monkey fell off?
5. How many monkeys bumped their heads.
6. What did the doctor say to the monkeys?.
7. What did they do in the end?

g. After taking the feedback, of the whole story then ask them to retell the story in their own words. Do not listen the whole story form one student at a time. Break the story into to or three parts and give chances to more students to retell the story

6. Follow Up ask them to draw a family of monkeys in their home work copies

(Listening Text) **Five Little Monkeys, Jumping on the Bed**

Once there was a family of five little monkeys, living with their mother.

It was bad time. So five little monkeys took a bath. Five little monkeys put on their pajamas . Five little monkeys brushed their teeth. Five little monkeys said good night to their mama. Then ... five little monkeys jump on the bad !

One fell off and bumped his head. The mama called the doctor. The doctor said, "No more monkeys jumping on the bed! " So four little monkeys ... jumped on a bed. One fell off and bumped his head. The mama called the doctor.

The doctor said "No more monkeys jumping on the bed! " So three little monkeys jumped on a bed. One fell off and bumped his head. The mama called the doctor. The doctor said, "No more monkeys jumping on a bed! "So two little monkeys jumps on a bed. One fell off and bumped his head. The mama called the doctor. The doctor said, "No more monkeys jumping on a bed! "So one little monkeys jumps on a bed. She fell off and bumped his head. The mama called the doctor. The doctor said, "No more monkeys jumping on a bed! " So five little monkeys fell fast asleep. "Thank goodness! " said the mama " Now I can go to bed! "

Level: 2 **Term 2** **Week 2** **Day 4**

Note: Do not do any writing on books.

Do page 14 from Get ahead book 3 in copies.

Level: 2 **Term 2** **Week 2** **Day 5**

Note: Do not do any writing on books.
Do page 15 from Get ahead book 3 in copies.

Level 2 Term 2 Week 2 Day 6

Assessment # 2

Task 1

Make 5 words with the word "**RHINOCEROUS**" 5

Task 2

Make plurals of the following singulars. /5

Singular	**Plural**
Banana	
Carrot	
Apple	
Tomato	
Potato	

Level: 2 Term: 2 Week: 3 Day: 1	Lesson Plan	Reading

1. Objectives: The learners will be able to:

- Develop fluency in reading.
- Read for pleasure.

2. Skills: Extensive reading

3. Topic: On the choice of learners or selected by the teacher

4. Material: Story books.

5. Procedure:

- Make groups (Taking three members in each group) or pairs.
- Distribute one copy of book/material to each group.
- Allow them to read aloud – one reads in a group and the other two listen and keep on changing the turn of reader or they can read individually.
- They can also do individual reading.
- Train them to guess the meanings of words and sentences themselves and don't encourage them in asking the meanings of words.
- Encourage them to use dictionary but not very often – only once or twice.
- Teach them to focus on main ideas and information and overlook other details of the text.
- Help them to read in phrases and sentences instead of reading each word separately.
- Keep on walking and moving around to have a watch and provide support to the learners.
- Tell them that they will finish their reading 10 minutes before the period ends.
- Every group will give feed back in the last 10 minutes.

Feed Back.

- Take feed back on main points. Don't go into detail. First take feed back orally. You can also set a task on reading e.g. draw grid on the board and ask about the followings. Task should be very simple, such as:

Name/Title of the book or story.	Pages read. (How many?)	Characters (Only names)	What you liked?	Disliked?

Free Writing _______ (5 Mins.)

Level: 2 Term: 2 Week: 3 Day: 2 & 3	**Lesson Plan**	**Writing**

1. Objectives: To enable the learners to:

- Use describing words at their proper places.
- Identify adjectives.
- Build up vocabulary.

2. Function: Using the adjectives at the appropriate place

3. Activity: Word Exercises.

4. Material: Worksheet (**Adjectives**)

5. Procedure:

a. Pre Writing

- Write a few simple adjectives on the board.
- Take some examples of adjective along with nouns from the students
- Write the following on the board

"Adjectives are describing words and they tell us some thing about nouns."

b. Work sheet

- Distribute worksheet and explain the task properly.
- Check the meaning of the words in the boxes. If they do not know, then explain.

Task 1:
Task 2:
Task 3:

6. Follow up: Ask them to write pairs of adjectives in their H/Work copies.

Level : 2 **Term : 2** **Week: 3** **Day:** 2 & 3	**Worksheet** **(Adjective)**	**Writing**

Task I: **Take the adjectives from the box and complete the sentences.**

Happy	Smooth	Hot	Blue

1. Sky is ____________. 2. The sun is____________.

3. The ground is ______. 4. The children are________.

Task II: **Choose any two Adjectives which are close in meaning and complete the sentences.**

pretty,	strange,	beautiful,	quite,
short,	nice,	warm,	obedient
calm,	exciting,	funny,	airy

1. My pet is a _faithful_ and _obedient_ dog.
2. I wrote a ____________ and ________________ story.
3. I live in a ______________ and ______________ place.
4. My house is ________________ and ________________.
5. My birthday dress was ______________ and____________ .
6. I like reading ______________and______________ books.

Level: 2 Term 2 Week 3 Day 4

Note: Do not do any writing on books.
Do page 16 from Get ahead book 3 in copies.

Level: 2 Term 2 Week 3 Day 5

Note: Do not do any writing on books.

Do page 17 from Get ahead book 3 in copies.

Level 2 Term 2 Week 3 Day 6

Assessment # 3

Task 1

Take the adjective from the box and complete the sentences.

Smooth green hot happy

1 Grass is _______________.

2 Tea is _______________.

3 The children are ____________.

4 The table is ___________.

Task 2

Write the name of two small animals and two big animals.

Task 3

Guess which animal I am?

I am tall.

I have a long neck and a hump in my back.

What am I ?

C __ __ __ __ l

Level: 2 Term: 2 Week: 4 Day: 1	Lesson Plan	Communication

1. Objectives: To enable the learners to:
- recognize the correct sound of letters **I.J.K**
- enjoy the rhythm of language

2. Function: pronouncing the sounds of letters

3. Activity: listening and singing the sound alphabet from the cassette

4. Material: Cassette player, cassette "Fun to learn with Fairy Tales"

5. Procedure:

a. Pre-Listening

-Tell your students that they are going to listen a song of alphabet sounds from the letter I_K.

- Ask them to listen attentively and get ready for singing along with the cassette .

b. Listening and Singing

- Play the cassette for **I, J , K** and the class listens silently.
- Play again and ask them to sing along with the cassette.
- Don't forget to sing along with your learners.
- Keep on repeating the cassette till your students get practice in singing themselves.

c. Further Practice

- After giving enough practice, ask them to sing without listening the cassette.
- Let them sing and enjoy the song as much as they require.

d. Now you can play the cassette again from the beginning, the letter A sound to today's letter sound, **I, J, K.** Ask them to sing the song along with the cassette for revision.

Free writing _____ (5 Mins.)

Level: 2 Term: 2 Week: 4 Day: 2	**Lesson Plan**	**Communication**

1. Objectives: The learner will be able to
- Talk about the possessions
- Use possessive pronouns at appropriate place.

2. Function: Talking about their possessions

3. Activity: Dialogue practice, Roleplay

4. Material: None

5. Procedure:

a. Presentation

- Collect some of the students' things and put it on your table. It can be books, pens, pencil boxes, water bottles, bags or any other item.
- Write example sentences along with question on the board and read them aloud Give practice

Example Sentences

Whose is this?

- **It's mine.** (Everyone will point towards him/herself)
- **It's yours.** (Point to others)
- **It's his.** (Point to the boys)
- **It's hers.** (Point to the girls)

b. Further Practice

- Go to the students hold up their objects and ask, "**Whose is this**?"
- The class points to the owner and say's "it is his or hers?"
- Ask from one particular student
  '**Whose is this?**' and he/She will say, '**It's mine**'.
- Take out your own personal things and ask,
  "**Whose is this?**" and class says "**It's yours**".
- Tell them that you will ask from the group and they will answer

c.

- Divide the class into groups. Then again, take two/three objects from each group. Show those object to the group.
- Write the following on the board and go through it with the class for a number of times.

  Whose is it? **It's ours.**
  It's theirs.

- Hold up an item and ask a member of a group, "**Whose is this?**" Help them to say, (Pointing towards the right group) "**It's theirs**".
- Hold up an item, which belongs to the same group, you are going to ask, "**Whose is this?**" and they will say, "**It's ours**".
- Continue this practice with the groups.

6. Follow up:

- Ask them to write all the board examples in their C/Work copies and then in their H/Work copies.

Level: 2 Term: 2 Week: 4 Day: 3	**Lesson Plan**	**Writing**

1. **Objectives:** The learners will be able to:
   - Write about the past events
   - Identify the second form of the verb
2. **Function:** Talking about past events
3. **Activity:** Reading and writing
4. **Material:** Worksheet (**About last week**)

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6. **Procedure:**

a. **Warm up:**

Talk about the daily routine of yours students and ask the following questions.

1. When do you get up?
2. What do you do after that?
3. At what time do you go to school?
4. When do you go to play in the evening?

b. **Presentation:**

Ask yours students to think about the last week and ask some more questions

e.g. Did you go for shopping last week?.

c. **Pre-Writing**

- Distribute worksheets
- Talk about the pictures. Ask questions on each picture.
  e.g. What do you see in the picture?
  This is what Salim and Uzma did last week after school.
- Help them to say the sentences, using the second form of the verbs.
- Give them practice in saying sentences of each picture.

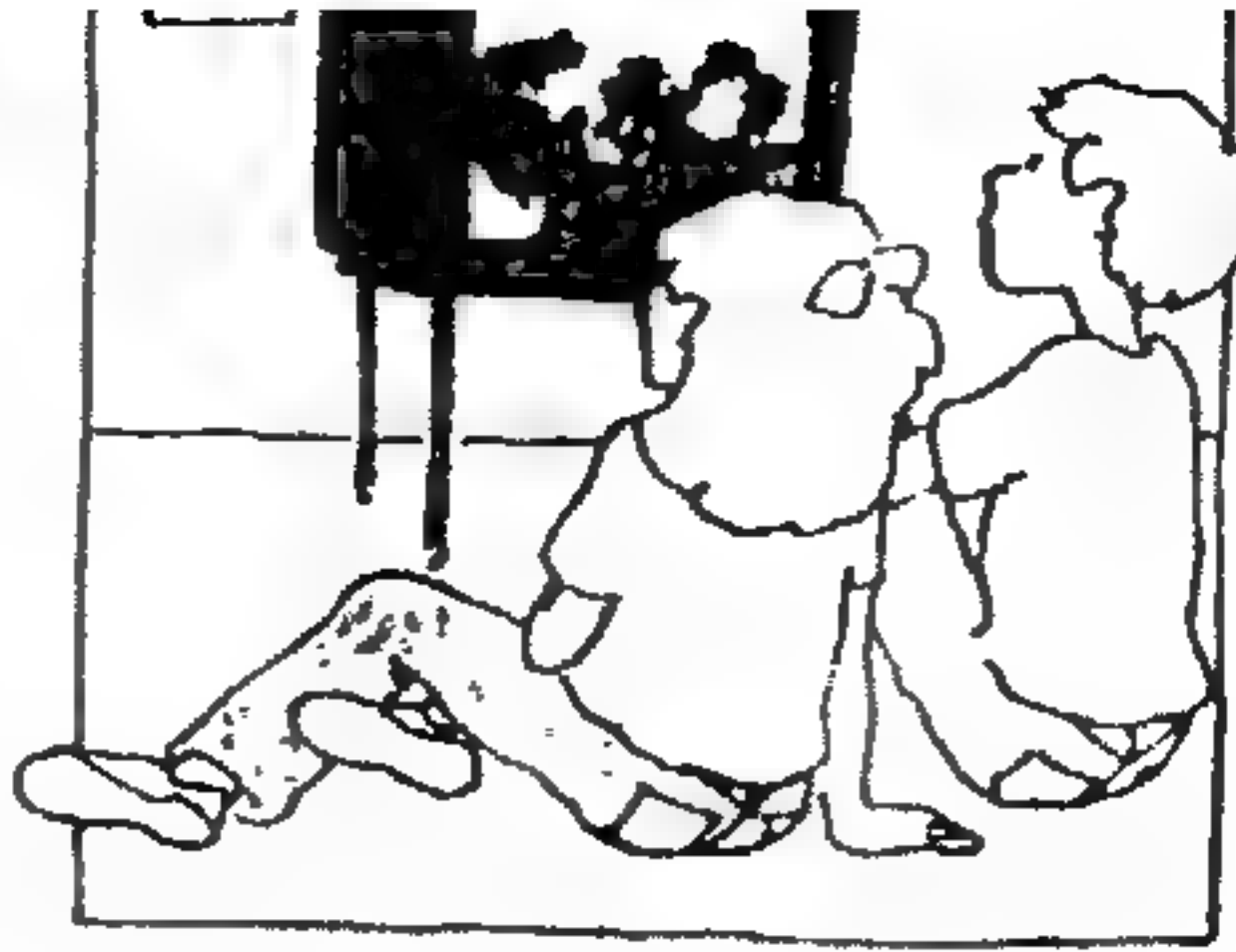
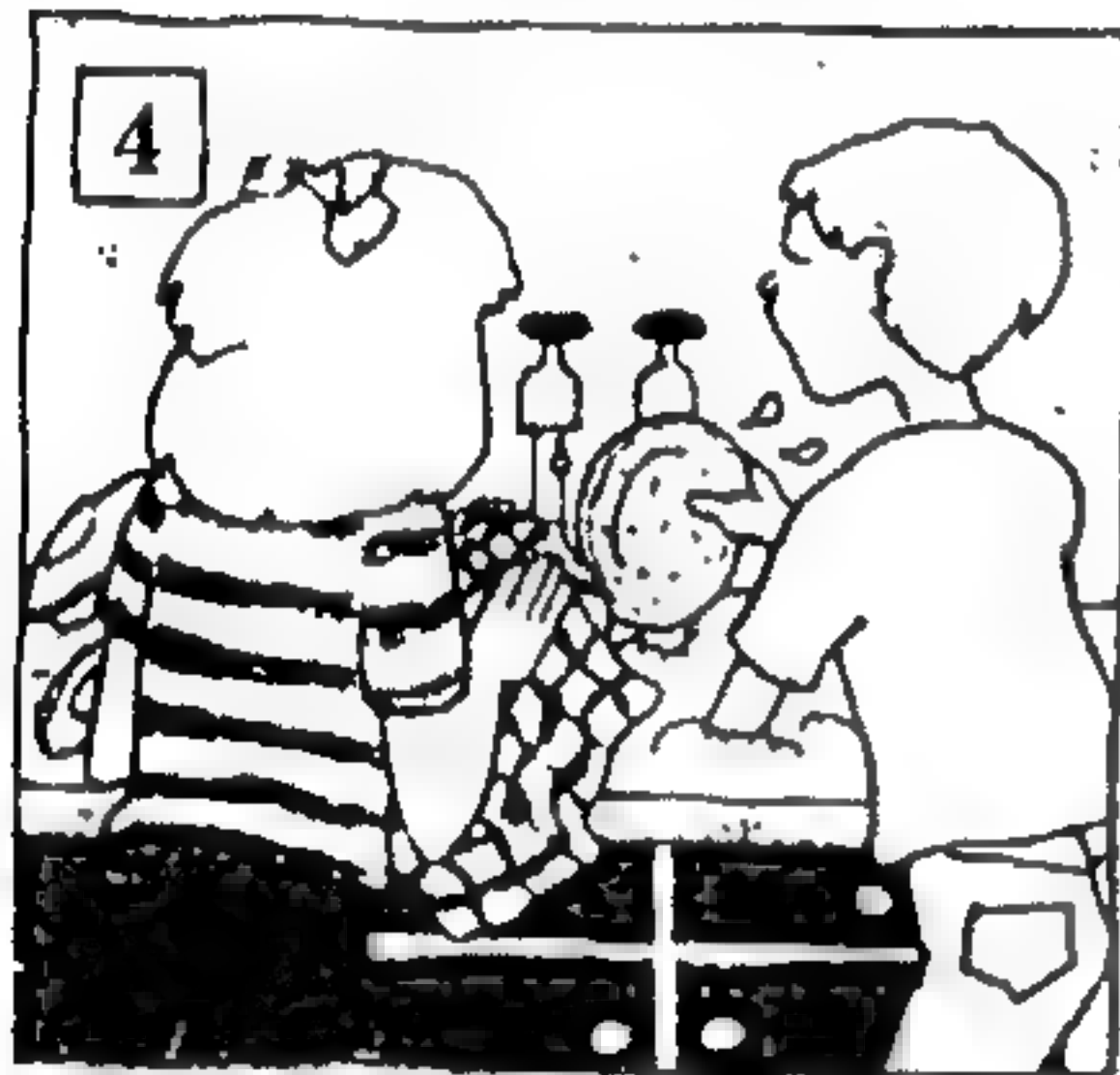
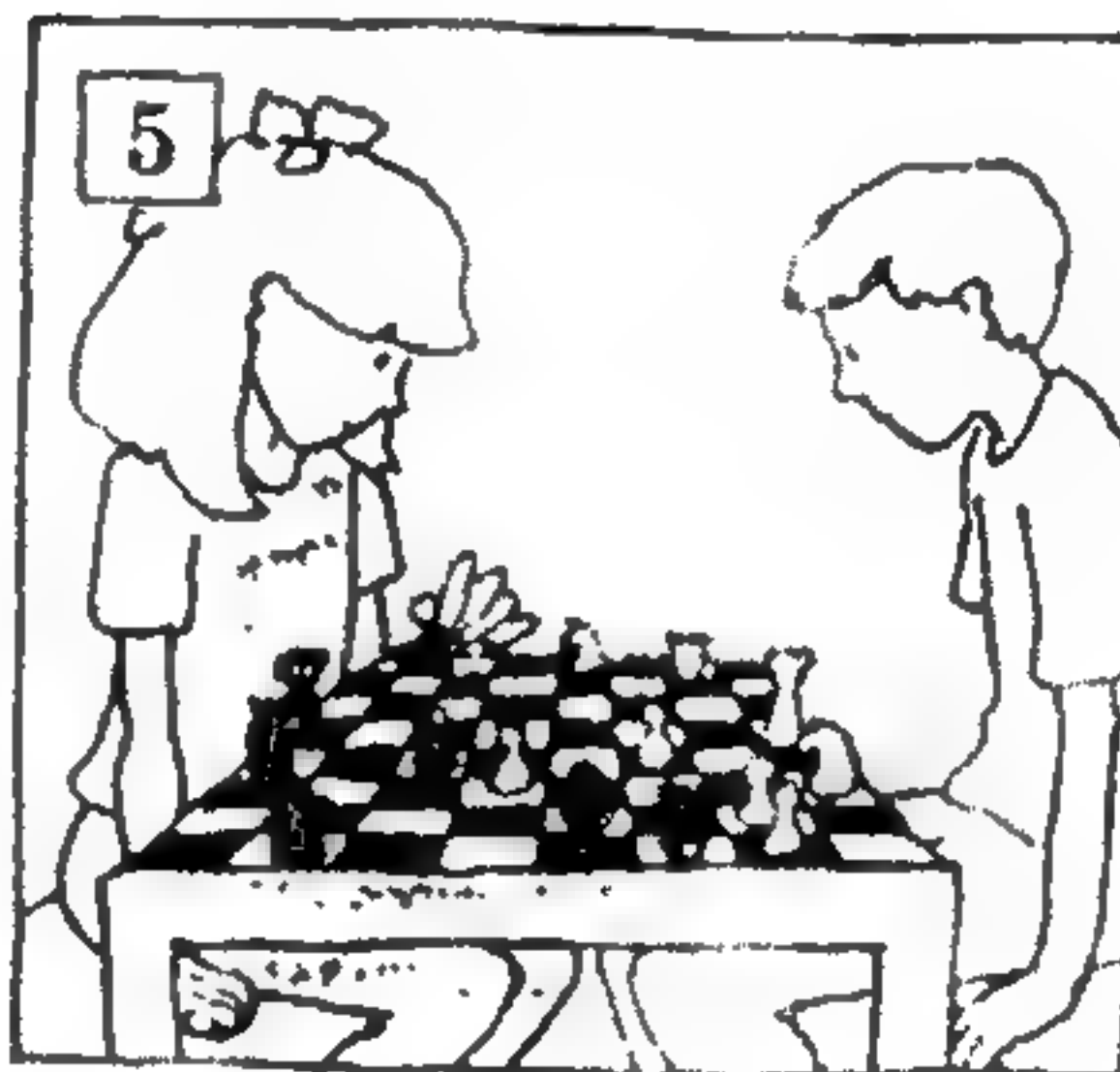
d. **Writing**

Task 2

Peer checking and feed back

e. **Re-Writing**

Ask yours students to think about the works they did last week and write few sentences for the work of each day.

Follow Up: Repeat task E

Task 2: **Now write, what Salim and Uzma did last week.**

- On Monday Uzma _________ a tree and Salim __________ to the radio.
- On Tuesday Salim and Uzma both ____________ T.V.
- On Wednesday Uzma __________ a book and Salim____________ a model plan.
- On Thursday Uzma and Salim __________ mothers in kitchen.
- Then on Friday children ______________ chess.
- Saturday and Sunday ------------------------------- holidays.

Level: 2 Term 2 Week 4 Day 4

Note: Do not do any writing on books

Do page 18 from Get ahead book 3 in copies

Level: 2 Term 2 Week 4 Day 5

Note: Do not do any writing on books.

Do page 19 from Get ahead book 3 in copies.

Level 2 Term 2 Week 4 Day 6

Assessment # 4

Task 1

Write what Salim and Uzma did last week. Also take help from the words in the brackets. /10

1 On Monday Uzma ___________ a tree and Salim _________ to the radio. (climb / listen)

2 On Tuesday Salim and Uzma both _________ TV. (watch)

3 On Wednesday Uzma __________ a book and Salim _________ a model. (read / make)

Level: 2
Term: 2
Week: 5
Day: 1

Lesson Plan **Communication**

1. Objectives: To enable the learners to:
- recognize the correct sound of letters from **L** to **O**
- enjoy the rhythm of language

2. Function: pronouncing the sounds of letters

3. Activity: listening and singing the sounds of alphabet from the cassette

4. Material: Cassette player, cassette "Fun to learn with Fairy Tales"

5. Procedure:

a. Pre-Listening

-Tell your students that they are going to listen a song of alphabet sounds of the letters L _ O.

- Ask them to listen attentively and get ready for singing along with the cassette .

b. Listening and Singing

- Play the cassette from **L** to **O** and the class listens silently.
- Play again and ask them to sing along with the cassette.
- Don't forget to sing along with your learners.
- Keep on repeating the cassette till your students get practice in singing themselves.

c. Further Practice

- After giving enough practice, ask them to sing without listening the cassette.
- Let them sing and enjoy the song. As much as they require.

d. Now you can play the cassette again from the beginning, the letter A sound to today's letter sound, **L – O.** Ask them to sing the song along with the cassette for revision.

Free Writing ________ (5 Mins.)

Level: 2 Term: 2 Week: 5 Day: 2	lesson Plan	Writing

1. **Objectives:** To enable the learners to:
   - Listen and guess
   - develop vocabulary
2. **Function:** Listen and glasp vocabulary
3. **Activity:** Riddles
4. **Material:** Worksheet (**Riddles**)

5. Procedure:

a. Prepare the class for listening. Tell them that they are going to listen and guess about vegetables. Explain the procedure to them which is as follows.

1. Listen attentively
2. Look at the worksheet and try to guess
3. Discuses with yours parents, sitting to your right and left, then raise your hand t o tell the name.
4. Write the name of vegetable in the gap.
5. Don't worry for the spelling at this stage. It will be clear later.

b. Worksheets

c. Listening and guessing

Read aloud the text of each vegetable (Riddle) one by one. Keep your speed moderate, be particular for contraction. Ask your students to guess orally and then write the name of the vegetable on the line, given in front of the picture of vegetable.

d. When the whole task is over, ask them to say a few lines about any vegetable from the worksheet. They can also colour the vegetables.

(Listening Text is on the next page)

Follow Up: Ask them to write the names of two vegetables, they like and two which they do not like.

Listening Text
(Riddles)

1. I am a vegetable.
   My colour is red
   You can cut me into slices.
   You eat me with your meal. Guess me who am I?

2. I am a vegetable.
   My colour is brown.
   You can mash me, boil me , fry me,
   Or bake me. I'm good to eat. Guess me who am I?

3. I am a vegetable.
   My colour is purple.
   People eat me with bread,
   Some eat me with yoghurt,
   I taste better that way, Guess me who am I?

4. I am a vegetable.
   My colour is yellow and white.
   Put me on the burning coal.
   Eat me while I am still warm. Guess me who am I?

5. I am a vegetable.
   My colour is light brown.
   You can slice me and fry me.
   I am hot. I 'll bring tears to yours
   eyes if you cut me into slices. Guess me who am I?

6. We are vegetables, Our colour is
   green all over and we are small
   and round in shape. We taste so
   good in rice. We are everyone's
   favourite. Guess me who are we?

7. I am a vegetable.
   My colour is orange.
   I can be eaten raw in salad.
   I am full of Vitamin.
   I am good for your health. Guess me who am I?

8. I am a vegetable.
   My colour is light green.
   You can cook me with meat.
   I can also be eaten raw in salad.
   I am very good for you. Guess me who am I?

Level: 2 Term 2 Week 5 Day 3

Note: Do not do any writing on books.
Do page 22 from Get ahead book 3 in copies.

Level: 2 **Term 2** **Week 5** **Day 4 & 5**

Note: Do not do any writing on books.

Do page 23 from Get ahead book 3 in copies.

Level 2 Term 2 Week 5 Day 6

Assessment # 5

Task 1

Teacher will draw the pictures of the following animals on board. Now tell the students to fill the gaps by looking at the picture. /5

Bruno has:

1 a __________ tail.

3 a __________ feet.

5 a __________ face.

Duno has:

2 a ______________ tail.

4 a ______________ face.

Task 2

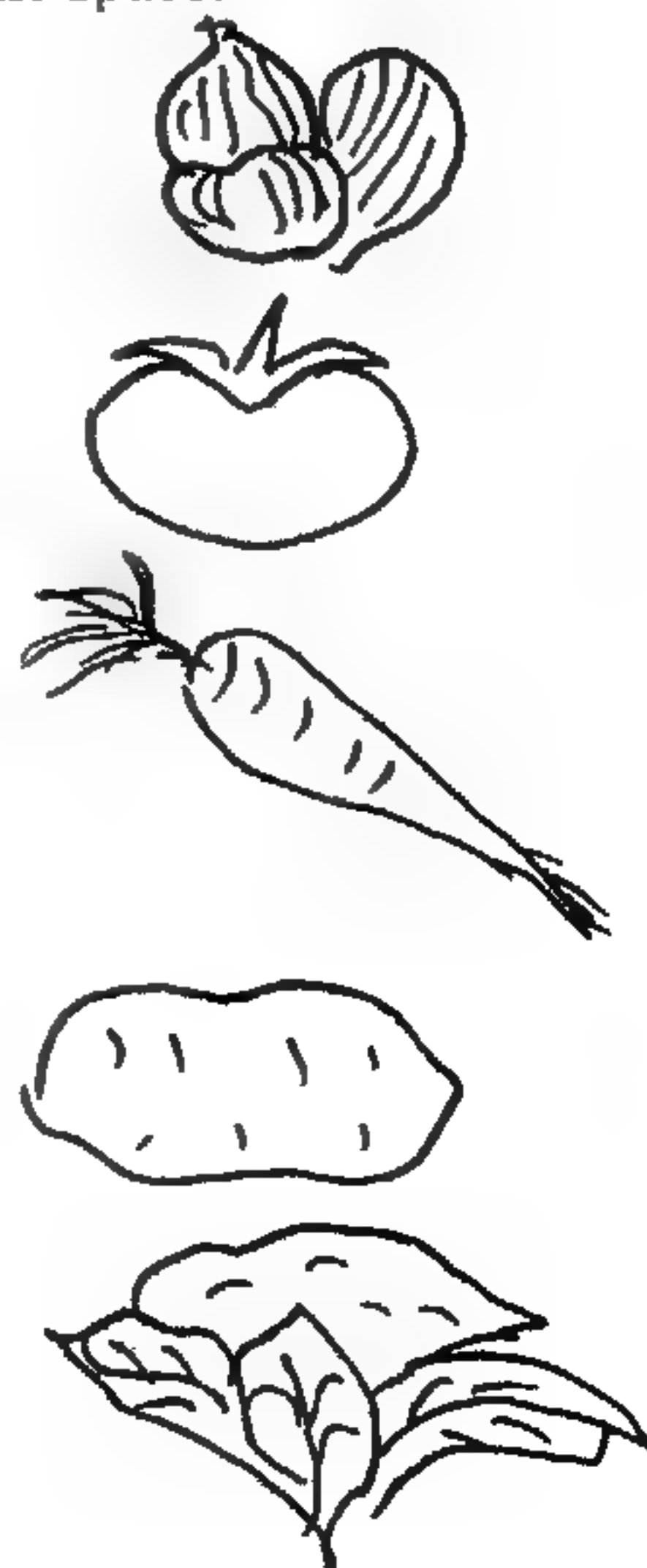
Write the correct name of the vegetables in the space. /5

I'm an ____________________

I'm a ____________________

I'm a ____________________

I'm a ____________________

I'm an ____________________

Level: 2 Term: 2 Week: 6 Day: 1	Lesson Plan	Communication

1. Objectives: To enable the learners to:
- recognize the correct sound of letters form **P** to **S**.
- enjoy the rhythm of language.

2. Function: pronouncing the sounds of letters

3. Activity: listening and singing of the sound alphabets from the cassette

4. Material: Cassette player, cassette "Fun to learn with Fairy Tales"

5. Procedure:

a. Pre-Listening

-Tell your students that they are going to listen a song of alphabet sounds of the letter **P - S**.

- Ask them to listen attentively and get ready for singing along with the cassette.

b. Listening and Singing

- Play the cassette from **P** to **S** and the class listens silently.
- Play again and ask them to sing along with the cassette.
- Don't forget to sing along with your learners.
- Keep on repeating the cassette till your students get practice in singing themselves.

c. Further Practice

- After giving enough practice, ask them to sing without listening the cassette.
- Let them sing and enjoy the song as much they require

d. Now you can play the cassette again from the beginning, the letter A sound to today's letter sound, **P – S.** Ask them to sing the song along with the cassette for revision.

Free Writing ________ (5. Mins.)

Level: 2
Term: 2
Week: 6
Day: 2 & 3

Lesson Plan **Communication**

1. **Objectives:** The learner will be able to:
   - express their pleasure and displeasure about activities
2. **Function:** Expressing their likes and dislikes about activities
3. **Activity:** Grid filling and survey
4. **Material:** Worksheet (**Activities**)

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5. Procedure:

a. Talk about some of the activities, give some examples and illicit more examples form the studetns. Write a few on the board. (swimming, drawing with a pencil, reading story books)

b. **Work sheet**

Task 1: Ask them to put √ for those they like and put ✕ for those they do not like

Task 2: Group Work
Ask them to sit in a group of four members. They will ask each other about their liking or disliking and write the names of their members against each activity in the boxes.

e.g. **Playing hide and seek------------ Riaz, Salma**

- During the group work they will ask each other and say the dialogue, written on the board and instruct them to use the same line in the activity.

Do you like swimming ?

Yes I do. / No I don't.

c. **Feedback**
Each group reports back to class about its group members, saying like this:

e.g. **Nasim, Uzma like swimming.**
Karim , Salma and Riaz do not like vegetables.

Level: 2 Term: 2 Week: 6 Day: 2 & 3	Work Sheet	Communication

Task I: look at the activities and put ✓ for those you like and ✕ do not like.

Task II: Ask for your group members and write their names in the third box

No.	Activities	✓	✕	
1	playing hide and seek.			
2	watching cartoon films.			
3	playing ball throw.			
4	killing frogs.			
5	making cartoons.			
6	painting.			
7	swimming.			
8	drawing with colors.			
9	learning tables.			
10	buying toys.			
11	washing dishes.			
12	killing lizards.			
13	polishing your shoes.			
14	cycling.			
15	eating vegetables.			

Level: 2 Term: 2 Week: 6 Day: 4 & 5	**Lesson Plan**	**Writing**

1. **Objectives:** To enable the learners to:
   - write about jobs and their definitions.
   - understand the concept of different jobs
2. **Function:** Talking about jobs and professions.
3. **Activity:** Labeling and matching
4. **Material:** Worksheet (**Jobs**)

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5. **Procedure:**

a. **Pre-writing**
- Talk about general jobs and professions
- Write some names of professions on the board. Take simple jobs.

Note: ***Don't ask about their father's profession, just to avoid embarrassment.***

b. **Worksheet**

Task I: Write the correct noun from the box under each picture

Task II: **Draw a line to match each definition of the job.**

Peer checking and feed back follow each task

c. **Re-writing**

Ask them to copy complete sentences from the worksheet in their C/Work copies.

d. Write the following on the board and ask them to write about their jobs in complete sentences.

Teacher <u>**teaches the students.**</u>

Doctor ______________________.

Farmer ______________________.

Carpenter ______________________.

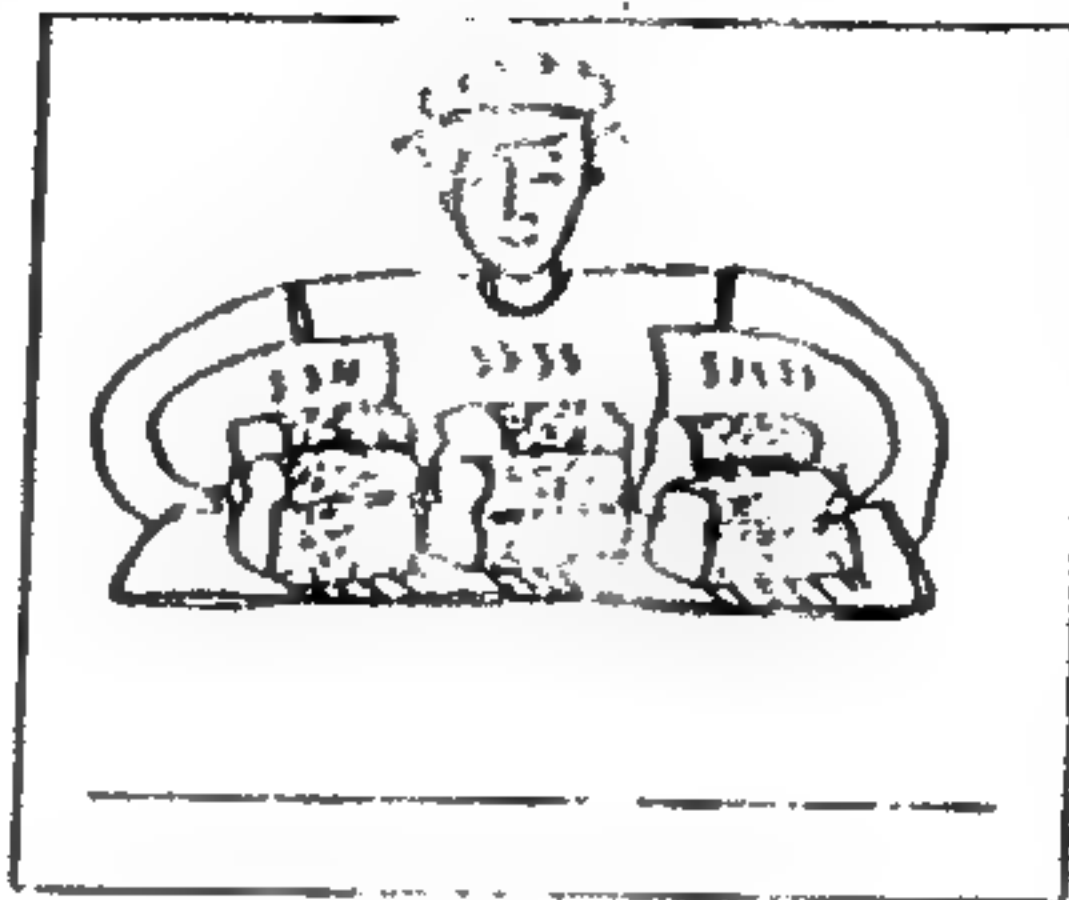
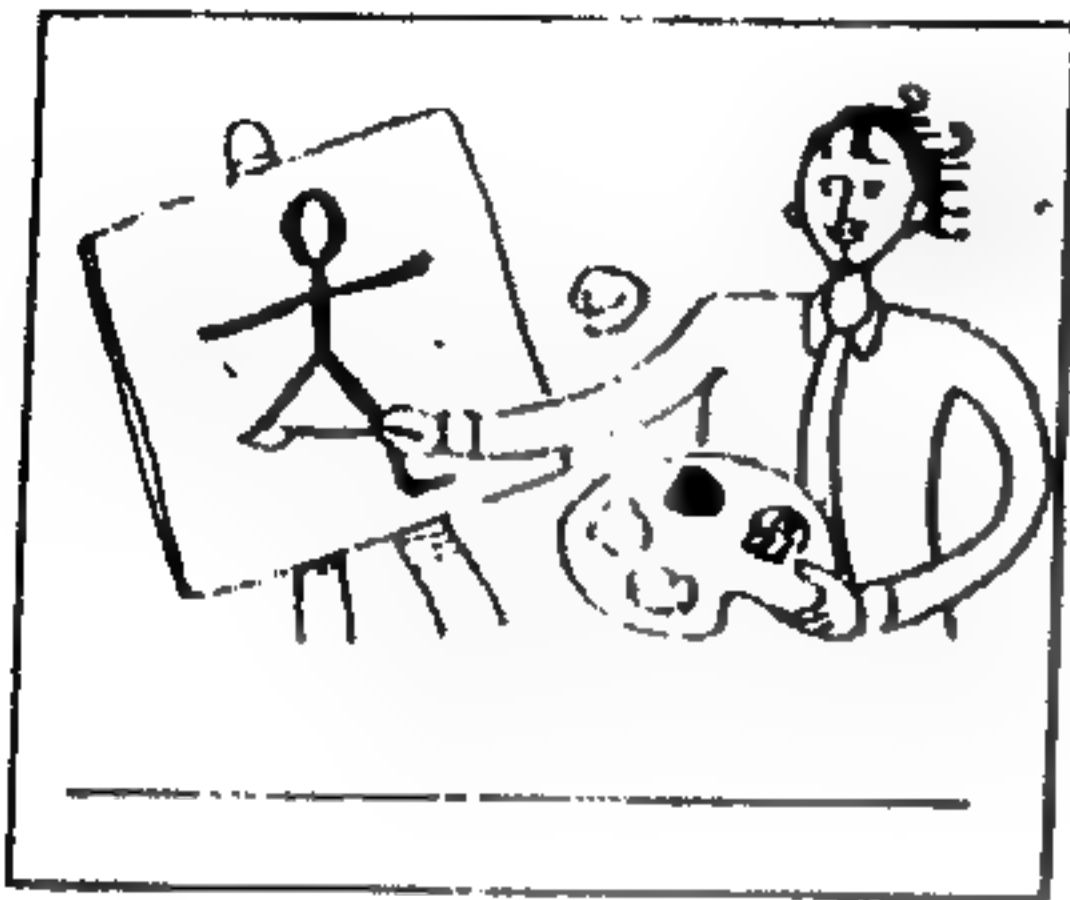
Artist ______________________.

6. **Follow up:** "Repeat **C** in your H/W copies."

Level: 2 Term: 2 Week: 6 Day: 4 & 5	**Worksheet** **(Jobs and Profession)**	**Writing**

Task 1:

Write the correct noun from the box under each picture.

dentist	doctor	artist	baker	judge	conductor

sk 2:

Draw a line to match each definition to the correct job.

hairdresser	fits and mends water-pipes
jockey	sells fruit and vegetables
plumber	cuts hair
referee	sells newspapers
greengrocer	rides horses in races
newsagent	sees that games are played fairly

Level 2 Term 2 Week 6 Day 6

Assessment # 6

Task 1

Match each definition with the correct job.

Hairdresser	sees the game are played fairly
Jockey	cuts hair
Plumber	rides horses in races
Greengrocer	sells newspaper
News agent	fits and mends water pipes
Referee	sells fruits and vegetables

Task 2

Write the jobs of the following.

Teacher

Doctor

Level: 2 Term: 2 Week: 7 Day: 1	Lesson Plan	Communication

1. Objectives: To enable the learners to:
- recognize the correct sound of letters from **T** to **W**
- enjoy the rhythm of language

2. Function: Pronouncing the sounds of letters

3. Activity: listening and singing the sound of alphabet from the cassette

4. Material: Cassette player, cassette "Fun to learn with Fairy Tales"

5. Procedure:

a. Pre-Listening

-Tell your students that they are going to listen a song of alphabet sounds of the letters **T** - **W**.

- Ask them to listen attentively and get ready for singing along with the cassette .

b. Listening and Singing

- Play the cassette from **T** to **W** and the class listens silently.
- Play again and ask them to sing along with the cassette.
- Don't forget to sing along with your learners.
- Keep on repeating the cassette till your students get practice in singing themselves.

c. Further Practice

- After giving enough practice, ask them to sing without listening the cassette
- Let them sing and enjoy the song as much as they require.

d. Now you can play the cassette again from the beginning, the letter A sound to today's letter sound, **T – W**. Ask them to sing the song along with the cassette for revision.

Free Writing ____________ (5 Mins.)

Level: 2 **Term: 2** **Week: 7** **Day: 2**	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- Listen and understand the instruction
- Listen and predict about the situation

2. Function: Guessing and Predicting

3. Activity: Listening and guessing

4. Material: C/board, slips of paper, a picture of a birthday party

5. Procedure:

a. Pre-Listening

- Prepare yours learners for listening and explain to them that you will describe a scene and ask about the situation. Student will guess and answer.
- Put up a picture of a birthday cake at the board showing birthday party, just to highlight the activity.

b. Listening

Read the lines of the text properly. Ask them to listen with proper attention, think and then guess.

studetns will guess and give different responses. As soon as they say "He will buy a cake and candle" stop taking responses, repeat this answer. Write it on the board and appreciate for the response. After that you ask another question.

1. **It is Ali's birthday. He is going for shopping with his parents. What will he do?**
2. He has set the cake on the table. All the guest are standing around the table. He has set the candle on the cake and now what will he do?
3. He has cut his birthday cake what will he do now?
4. He has given the cake to all his friends. He himself has eaten the cake. What will he do now?
5. He has got a presents form his parents what will he do now?
6. He has opened his gift. What will he do now?
7. He has taken his gift and eaten his cake. What will he do now?

c. Further Practice

Ask them to tell in their own words how Ali celebrated his birthday

e.g. Ali bought a .... then he ....

Level: 2 **Term 2** **Week 7** **Day 3**

Note: Do not do any writing on books
Do page 21 from Get ahead book 3 in copies

Level 2 Term 2 Week 7 Day 3

Note: Do not do any writing on books.

Do page 20 from Getahead book 3 in copies.

Tell the students that first copy the pictures in your note book and then colour them.

Level: 2
Term: 2
Week: 7
Day: 4 & 5

Lesson Plan **Reading**

1. Objectives: The learners will be able to:
- Recite and enjoy the poem with rhythm.

2. Skills: Poem Reading

3. Topic: **"Mice"**

4. Material: Poem page (**Mice**)

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5. Procedure:

a. Warm Up
Talk about the animals who are small in size and have four legs.

b. Poem Reading
- Distribute the Poem page.
- Follow the suggested procedure for reading.

c. Worksheet
Ask them to read the poem silently and do the task on the worksheet.

6. Follow up:
Draw the pictures of **Mice**, not **Mouse.**

Free Writing ________ **(5 Mins.)**

Level: 2 Term: 2 Week: 7 Day: 4 & 5	Worksheet	Reading

Task I:

Read the poem and complete the sentences.

- **Mice have long ______________.**
- **Mice have small ______________.**
- **Mice have sharp ______________.**
- **Mice can run very ______________.**
- **Mice have no ______________.**
- **Mice have pink ______________.**
- **Mice have white ______________.**

Level 2 Term 2 Week 7 Day 6

Assessment # 7

Task 1

Put a tick on write statements and cross on wrong statements. /5

Ali's Birthday

1 He will cut the cake.

2 He will sleep.

3 He will sing songs with his friends.

4 He will receive gifts.

5 He will read and write.

Task 2

Fill the gaps with the help of following words.

Ears tail teeth chins run

1 Mice have white _______________.

2 Mice have long ________________.

3 Mice can __________ very fast.

4 Mice have no _______________.

5 Mice have pink _____________.

Level: 2
Term: 2
Week: 8
Day: 1 & 2

Lesson Plan **Writing**

1. **Objectives:** To enable the learner to:
   - learn the format of a letter
   - to write a letter describe themselves for introduction
2. **Function:** Describing and Introducing
3. **Activity:** letter writing
4. **Material:** work sheet **(a letter to a Neighbour)**

5. Procedure:

a. Ask about yours neighbour and the new neighbours. Ask them how they introduce themselves and make friends. Tell them that some time they can write letters for introduction. Today they are going to learn how to write an introduction letter.

b. Work sheet

Explain the task No.1.

Ask them to read aloud the text about Adnan more then once

c. Writing (Pair Work)

Task 1: studetns will read the text silently and complete the letter, taking information form the text.

Task 2: Explain the task. They will write a reply letter to Adnan and write about themselves as Adnan has written about him

d. Peer checking feed back Follows each task

6. **Follow Up:** Copy Task no. 2

Level: 2 Term: 2 Week: 8 Day: 1 & 2	Worksheet (A letter)	Writing

Task I: **Read about Adnan and complete the letter**

This is Adnan. He is a new comer in street No.5. He is eight years old and he is a student at Agahi Primary School. He is in class 3 and he is good in Maths. He likes playing Ludo and he can play football too.

September__, 200__.

Dear Neighbour,

I am your new neighbour. My name is _______.
I am ______ years old and I am a student at _____ _____ ______.
I am in class 2 and I am good in ______ . I like playing
_____and I can ______ too.

Please tell me about yours self. Thank you.
Yours,
Adnan

Task 2: **Write a reply letter to Adnan and write about your self in the same way as Adnan has written to you.**

Dear Adnan
I also live in ____

____

____

____

____

Level: 2
Term: 2
Week: 8
Day: 3

Lesson Plan **Communication**

1. Objectives: The learner will be able to:
- make request and ask for some thing

2. Function: Asking for something and making request.

3. Activity: Dialogue Practice

4. Material: Class Board

5. Procedure:

a. Presentation

- Write the following dialogues on the board.
- Give them a choral drill for each dialogue one by one. When you say the dialogue, be particular in intonation. Underline the words which have a rising tone in uttering a dialogue. Such as,

  Father, please, rupees, what, pencil, sharpener, here, thanks.

Situation: Going to School

Naima	**Father, please give me ten rupees.**
Father	**What for dear?**
Naima	**I need to buy a pencil and a sharpener.**
Father	**Ok, here it is.**
Naima	**Thank you, Father.**

b. Dialogue Practice

- Call one of the students who has some fluency in speaking.
- You say students' dialogue and let him/her say father's.
- Then call another one and say vice versa.
- Continue the practice with two or three different students.
- Call two students and ask them to exchange the dialogues.
- Repeat it with many pairs.

c. Role Play

- Introduce different situations and bring some changes in the dialogues.
- Put students in pairs and assign them the role of father and the son or a daughter. (Write one situation at a time on the board)

  Example.
  - **Going for shopping** → **50** Rupees / Gift for friends birthday.
  - **Going for picnic** → **50** Rupees / Sweets and chocolates.
  - **Celebrating birthday** → **100** Rupees / Balloons and caps.

Note: you can create some more new situations according to your learners level and interest and also availability of time.

Level: 2 Term 2 Week 8 Day 4 & 5

Note: Do not do any writing on books.
Do page 24 from Get ahead book 3 in copies.

Level 2 Term 2 Week 8 Day 6

Assessment # 8

Task 1

Write a letter to your neighbour. /10

Date:________________

Dear ________________,

I am your new neighbour. My name is _______.

I am _______ years old and I am a student at ____________ ___________ School. I am in class ________ and I am good in ______ . I like playing _____and I can _______ too.

Please tell me about yours self. Thank you.

Yours,

____